Instructor Information

Daisy Figueroa, Ph.D.
Fully online
Office hours - See instructor's calendar to set up an appointment.
(701) 845-7630
daisy.figueroa@vcsu.edu

Course Description

A multicultural study of the cultural, ethnic, linguistic, and developmental differences of students in the classroom. Included are traditional and modern Native American cultures and values with an emphasis on North Dakota Native Americans as well as strategies for teaching and assessing diverse cultural populations.

Course Prerequisites

None

Course alignment in the Professional Education Sequence Curriculum

VCSU School of Education aligns course curriculum with ND State Standards, InTASC Standards, Program Learning Outcomes, and Teaching for Learning Capstone (TLC).

Standard	Code	Assessment(s)
InTASC Standard #2: Learning Differences	InTASC #2	Family Influences Chart
InTASC Standard #3 :Learning Environments	InTASC #3	Philosophy of Diversity Paper
InTASC Standard #7:Planning for Instruction	InTASC #7	-American Indian Culture, History, and Government: A Lesson Plan Analysis assignment -Native American Lesson Plan
InTASC Standard #8: Instructional Strategies	InTASC #8	Native American Lesson Plan
InTASC Standard: Human Relations & Diversity	Human Relations & Diversity	-Cross-cultural Interview -Native American Lesson Plan
ND Elementary State Standards	50015.1b Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.	Cross-cultural Interview
ND Elementary State Standards	50015.2d Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.	Native American Research Project
ND Elementary State Standards	50015.3d Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.	Native American Lesson Plan
ND Elementary State Standards	50015.3f Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.	American Indian Culture, History, and Government: A Lesson Plan Analysis assignment
Program Learning Outcomes (PLOs):	PLAN	Native American Lesson Plan
Program Learning Outcomes (PLOs):	REFLECT	Discussion Board Posts Philosophy of Diversity paper

Required Student Resources
Textbooks—NO ACCESS CODE REQUIRED (Buying USED is acceptable)
1. Bennett, C. (2019). *Comprehensive multicultural education: Theory and Practice*. Pearson Education, Inc.
   ISBN 10:   0-13-467902-4
   ISBN 13: 978-0-13-467902-0
   9th edition

Online Sources:
   Standing Rock Reservation- www.standingrock.org
   Turtle Mountain Band of the Chippewa-www.tcmbi.org
   The Three Affiliated Tribes: Hidatsa, Mandan and Arikara-www.mhanation.com
   Spirit Lake Reservation (Lakota Nation) http://www.spiritlakenation.com

*Selected readings and viewings will also be made available on Blackboard

Learning Targets
Learning Targets include goals, objectives, and student learning outcomes
EDUC 283 students will be completing assessments, projects, and performances while learning to
1. Demonstrate an understanding of culture as a collage of factors beyond race or national origin, including gender, language, SES and religion.
2. Demonstrate knowledge of Native American cultures and traditions, as well as other cultural groups; describe historical perspectives from those groups' point of view; and identify issues that may impact education of students from those cultural groups.
3. Demonstrate understanding of family and family issues and their relationship to student learning.
4. Demonstrate understanding of the impact socio-economic status has on culturally diverse students and their opportunity to learn.
5. Demonstrate the ability to continue learning about cultures and to expand one's perspectives, adapting to new and varied student needs, in addition to understanding the basic traditions and values inherent to Native American cultures and issues.
6. Know, and demonstrate in practice, multiple strategies for teaching and assessing students with varied needs and styles of learning.
7. Recognize the impact of racism in education and apply strategies that promote equity in the classroom.
8. Demonstrate strategies for both assisting students from challenged socio-economic backgrounds and expanding their opportunity to learn.
9. Appropriately incorporate culturally relevant material into the curriculum and know how to screen educational materials for biased or potentially offensive material.
10. Recognize the impact of English proficiency on students' learning and demonstrate basic strategies for working with ELL students in regular classroom settings.
11. Know and demonstrate strategies for working positively with parents of diverse students.

Assessments for learning targets
1. Participation/Discussion: Engagement on Discussion Board
2. Written Assignments (cross-cultural interview, "My Culture" project, journal article dealing with multicultural issues in the U.S., Philosophy of Diversity paper)
3. Projects (Ethnic Group Timelines, Native American Project, and Lesson Plan)

Course Evaluation Procedures and Grading Criteria
Education courses at Valley City State University will be assessed based on discussions, assignments, reflections, formative and summative assessment projects, course specific projects, a midterm and a final examination. Feedback and grades will be completed within two weeks of the assignment due date and posted in Blackboard. All assignments completed for a grade will be uploaded to blackboard, emailed assignments will not be accepted.

Attendance Policy
According to Valley City State University Policy V.530.08 attendance is required in courses. Student who know they are going to be absent from a course session, should contact their instructor as soon as possible.
This course follows the following attendance guidelines:

Participation
For this course to be successful, active participation by everyone is required. Participation occurs through consistent, punctual, prepared, and interested attendance at and involvement in course meetings and activities. Students are expected to engage in critical dialogue about the topics and readings. Absences must be discussed with the instructor in advance or the student will may miss assignments that have point value toward the final grade for the course. **Attendance in online courses is taken through the completion of assignments and participation in the discussion forum.
1.   Students should log into and review the weekly assignments at least twice per week for attendance purposes.
2.   Student must contact the instructor about any missed work and propose a plan that includes a timeline for completion.
3.   Ongoing participation in the discussion board is a critical component of this online learning environment and is factored into the overall grade.

Late Work Policy
Students are expected to submit completed assignments on time via Blackboard. This is **not** a self-paced class, and there are weekly deadlines. Points are deducted from work that is turned in late (based how late the work is). Arrangements must be made with the instructor for work turned in later than 7 days. Additionally, students are expected to post to the Discussion Board in a timely manner. It is crucial to interact with your classmates in an online learning community. If discussion board posts are not posted on time, it is impossible to interact with one another in a timely fashion. So posting on time is an important part of your overall grade. Multiple occurrences of late postings may result in a loss of grade points. Chronically late posts could result in a loss of several points, which could impact the final grade earned.

Online Courses
Courses in the online program follow the Expectations of Students Taking Online Courses Policy V530.11. Students should have reliable access to the Internet, actively participate, meet course deadlines, communicate regularly with faculty, and complete work with academic integrity.

Final Exam
Final Exams are required per V406.01.02 policy. Students are expected to attend course exams at the times scheduled on the official exam schedule. Exceptions to this policy may be granted for documented university activities or personal emergencies on a case-by-case basis. If a student needs to be absent for a final exam, form AA-36 on the policy website must be submit.

Grading Scale
Total points accumulated will determine the final grade.

94-100%	A
87-93%	B
80-86%	C
73-79%	D
Below 72%	F

The grading rubric below is showcases what each grade level work resembles.

Letter Grade Percentage	Grading Description
A 94-100%	Student work exceeds most or all expectations. Shows creative thought, synthesis of concepts, reflection, deep understanding of the concepts or processes with ability to transfer knowledge. The student communicates well, thinks and acts in a professional manner. Student always completes all readings/homework in advance and always comes to the online learning environment prepared.
B 87-93%	The student articulates concepts and communicates ideas clearly. The completed work shows evidence of original thought and creativity, reflection and thoughtful questioning. The quality of work exceeds and/or meets expectations. Student completes most readings/homework in advance and comes to the online learning environment prepared.
C 80-86%	The student meets the objectives but does not exceed them. The student does the basics of the tasks required. Communication/written work is not always clear. The quality of work meets expectations at times but needs improvement. Student completes some readings/homework in advance but is unprepared most of the time.
D 73-79%	Student's work is inadequate, below minimum requirements. The student does the basics of the tasks or less. Communication/written work in rarely clear. The quality of work does not meet expectations. Student rarely completes readings/homework and comes to the online learning environment unprepared almost all of the time. Excessive absenteeism.
F 72% or below	No effort put forth, missing assignments, and/or absenteeism

Valley City State University Policies

Academic Integrity
According to VCSU Policy V.530.01 "Academic integrity in students is recognized as a fundamental objective of higher education". Student who violate VCSU's academic integrity policy are reported to the Vice President of Academic Affairs.

Face Masks in the Classroom
In accordance with CDC recommendations, all members of the VCSU Community, including students, faculty, and staff, are required to wear face masks in public areas such as hallways, restrooms, and classrooms.

COVID-19 Classroom Access Statement
Every member of the VCSU community is expected to exhibit responsible behavior to support the health of the rest of the community. To help you make responsible choices, all face-to-face classes at VCSU are available via synchronous remote delivery. Please use this feature:

- If you feel sick
- If you are in quarantine because you or a close contact have COVID
- If you are at risk, or live with someone who is at risk and need to limit your contact with others
- If you are unable to wear a face mask in the classroom

In all cases, be sure to contact your instructor so s/he is aware of your remote presence and can make the effort to involve you directly in the class activities. You do not have to indicate your health status; synchronous remote delivery is available to every student who needs it. Simply let your instructor know that you will be attending remotely, either on a given day or for a specified period of time. *Please note that the above only pertains to synchronous, face-to-face scheduled courses. EDUC 283 (10265), section 2, is fully online, asynchronous. There will be opportunities (optional) to meet synchronously via Blackboard Collaborate.*

Thank you for taking the health and well-being of your fellow students, faculty, and staff seriously.

Support Services through Valley City State University
Student Support Policies

Americans with Disabilities Act for Students
Valley City State University will provide reasonable accommodations, promote an inclusive campus environment, and encourage student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations based on the documentation provided by a certified/licensed professional. To request accommodations, contact Disability Support Services.

Library
The School of Education embraces the use of research in teaching and learning. VCSU's Library has extensive resources for K-12 curriculum, both online and on library shelves.

Table 1 Course Schedule

The Topics are subject to change based on learners, weather, and other components that are unable to be identified before the semester begins.

*Note: We will **not** be watching the video examples as indicated in the textbook. Most, not all, chapters will be covered (Not necessarily in order, so please read carefully). *This is a tentative schedule and subject to change as needed.*

Week	Topic(s)	Readings/Viewings	Assignments	Due Date/Deadline
1	Introductions & Course Overview; Multicultural Schools	- Course Syllabus - Rubric for Responses - **Text:** Bennett, Ch. 1	- "Diversity" Brainstorm - DB for Week 1 (intro and Ch.1 prompt)	Sunday, 8/30/20
2	Culture, Race and the Contexts for Multiicultural Teaching	- **Text:** Bennett, Ch. 2	- Cross-cultural Interview - Family Influence Chart - DB for Week 2	Sunday, 9/6/20
3	Race Relations: Prejudice & Racism	- **Text:** Bennett, Ch. 3, only pp. 81-97 - "A Class Divided" (documentary-linked on Bb) - Selected readings/viewings on Bb	- Class Divided reflection write-up DB for Week 3	Sunday, 9/13/20
4	Race Relations: White Privilege and Anitracism	-**Text:** Bennett, Ch. 3, continued pp. 98-119 - Selected readings/viewings on Bb	DB for Week 4	Sunday, 9/20/20
5	Roots of Cultural Diversity *Immigration and Cultural Pluralism: Anglo-European Perspectives*	- **Text:** Bennett, Ch. 5 - Selected readings/viewings on Bb	DB for Week 5	Sunday, 9/27/20
6	Roots of Cultural Diversity (continued)	- **Text:** Bennett, (parts of Ch. 6, 7, 8, *or* 9 depending on what group you research) - Review VCSU's Academic Integrity & Plagiarism policies - Review Ethnic Group Timeline Rubric - Review sample projects provided	DB Sign up for ethnic group topic on the discussion board - Begin Research (due at the end of Week 7)	Sunday, 10/4/20
7	Roots of Cultural Diversity (continued)	- Continue research and readings from previous week	-Ethnic Group Timeline -Share your project by creating a Wiki page in Wiki section of Bb	Sunday, 10/11/20
8	Gender Issues, Gender Bias & Sexism	-**Text:** Bennett, Ch. 11 -Selected readings/viewings on Bb	DB for Week 8 WF: Conduct Gender Interview	Sunday, 10/18/20
9	Impacts of Poverty	-**Text:** Bennett, Ch. 12 -Selected readings/viewings on Bb	DB for Week 9	Sunday, 10/25/20
10	Linguistically Diverse Students	-**Text:** Bennett, Ch. 14 -Colorin Colorado webite	DB for Week 10	Sunday, 11/1/20
11	Characteristics of Diverse Populations: Commonalities & Differences	-Selected readings/viewings on Bb	DB: Graphic Organizer	Sunday, 11/8/20
12	Self-reflection: Understanding and Analyzing Our Own Culture	No additional readings; Analyze your own culture and history	Begin self-reflection project: "My Culture" Project (due at the end of Week13)	Sunday, 11/15/20

Week	Topic(s)	Readings/Viewings	Assignments	Due Date/Deadline
13	Cooperative Learning, Teaching in a Multicultural Society	**-Text:** Bennett, Ch. 15, pp. 505-528 - Selected readings/viewings on Bb	DB for Week 13 - Finish Self-reflection project: "My Culture" Project	Sunday, 11/22/20
14	Native American Cultures	**- Text:** Bennett, Ch. 6, pp. 205-220 -Various videos and websites on Bb - Overview of Native American project; look over rubric	Sign-up for Native American group	*Nothing to turn in on 11/29 due to Thanksgiving holiday*
15	Native American Projects, Lesson Planning	- Selected readings/viewings on Bb	- Begin Native American Projects - Native American Lesson Plan	Sunday, 12/6/20
16	Native American Projects Presentations (via Wiki Pages)	No new readings, continue and finish assignments/projects	- NA Lesson Plan **- Native American Projects** - Wiki Page (to share work) -Begin Philosophy of Diversity (in lieu of a final exam)	Sunday, 12/13/20 *May have until Wed. of Finals Week, if needed*
Finals Week			- Philosophy of Diversity	12/16/20